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ABSTRACT

The guide, part of an exemplary career education program, describes a project undertaken to establish at what points in each course of a sample social studies curriculum appropriate career information or occupational information could be suitably inserted to coincide with the normal course content. The guide presents a five-page sample social studies curriculum outline for the seventh, eighth, and ninth grades, but for budgetary reasons the bulk of the guide focuses only on the grade nine program. The description of that program details the course organization (course objectives, ultimate outcomes, units taught, and time allocations) and the organization of the units (broad learning objectives, task analysis sequence learning objectives, learning experiences, and resources for the public service, communications and media, manufacturing, and environmental career clusters). Each learning experience is identified according to large group, small group, individually geared instruction, or counseling. Several pretesting and post-testing suggestions are also included. (JR)

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CAREER EDUCATION

CAREER LEVELOPMENT

SOCIAL STUDIES

GRADE NINE

A CAREER DEVELOPMENTAL PROGRAM

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CAREER AWARENESS
SELF AWARENESS
APPRECIATION & ATTITUDES
DECISION MAKING
SKILL AWARENESS, BEGINNING COMPETENCE
ECONOMIC AWARENESS
EMPLOYABILITY SKILLS
EDUCATIONAL AWARENESS

White Bear Lake
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CAREER DEVELOPMENT

SOCIAL STUDIES

GRADE NINE

by

R. Glen Tschida
Gerald L. Carlson

CAREER DEVELOPMENT

Grades 7 - 9

An Exemplary Program
in
Career Education

Funded under the Provisions of Part D
of the Vocational Education Amendment of 1968
for
Independent School District #624
White Bear Lake, Minnesota

Ernest M. Thomsen, Superintendent
Ron Johnstone, Director Vocational Education

1972 - 73

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Career Development Curriculum Project Proposal

Social Studies, Grades 7 - 9

Curricular re-evaluation, re-assessment and revision has been an integral part of the educational process, I suspect, since man first attempted to share the products of his aculturation with his offspring. Many of these attempts at revision have been fruitful. The ensuing changes in direction have served to introduce methods and materials which have greatly enriched the educational experience for many and provided new opportunities for those for whom the system had previously provided little of real value. Most often, though, curriculum revision has produced minimal substantive change and has merely resulted in a restatement of current practice. This is not necessarily bad. In our district, changes of great magnitude have been taking place at an awesome rate. Teachers are hard pressed to properly implement and adapt the most recent innovations before further change is mandated. The reality of this situation makes the implementation of a new curriculum, emphasizing career development, most difficult.

Ideally, the entire curricular offering at the junior high level should be re-designed so as to ensure that the student is equipped with the background of knowledge and decision making skills that will enable him to chart a course leading to a more rational and meaningful post high school experience. Indeed, this would be in keeping with the junior high's long standing philosophical goal of providng an environment which allows the student to explore his own potential and widen his range of experiences in order to allow him to make more realistic choices in his post junior high experience.

Realistically, even if time and financial resources were available, a totally re-written curriculum would in all probability not be acceptable. As previously noted, teachers are currently spending much time trying to make present innovations perform as designed. Vested interests in present curricular offerings and the honest and realistic judgement that what is currently being taught is down to the "bare bones" are other factors that must be considered.

For these reasons, we propose to design a career development curriculum which will

a. make the teacher aware of the students needs for career education.
b. provide the teacher materials at hand which will enable him to fulfill this need without distracting from the existing curriculum.

Proposed Project

The general design of the project will be to begin an in-depth survey of the curriculum and course outlines for the 7th, 8th, and 9th grade social studies courses with the end in mind of determining at what points in each course, appropriate career information or occupational information can suitably be inserted to coincide with normal course content.

In each social studies "course" there are numerous instances where the course material can readily lead into a discussion of content related occupations and a presentation of material which would expose the classes to a miriad of material and "jobs" which might never have been thought of in this particular context.

An outline of proposed project activities is as follows:

1. Collection and examination of the written social studies curriculum from grades 7 - 9 at Sunrise Junior High School. (To gain an overview of the current curriculum.)

2. Collection and examination of a complete collection of the materials used within each unit of each grade's curriculum. (To gain an understanding of the specific topics involved in each unit.)

3. Conferring with the teaching teams responsible for each unit to insure that our perception of the curriculum coincides with classroom practice. Special attention must be made to allow for ability grouping.

4. Determination of the order of preparation of the three grades.

5. Annotating the curriculum (item 1) at each grade level with related career information.

6. Preparation of career packets for use in classes as proposed.

7. Correlation of the career packets with the individual teaching units (item 2) by means of an index which would refer the teacher (and/or student) to the packet (s) as they become relevant to that specific portion of the unit.

Once the survey has been completed, all logical points of entry have been assessed, and all relevant occupations have a "packet" of information developed which will provide the teacher with a concise, up to date source

of facts about the job, requirements, duties, preparation, pay or any other material which could be of importance, the teachers would have a relatively complete and usable set of relevant occupational information. Included here would be a list of available community resources (local business men, police officers, employers, etc.) which might be used in a class situation to explain a new or unexposed occupation on a relatively local level. This would allow the teachers in these areas the opportunity to have readily available all the material necessary to make a job information dissemination a practical task.

SOCIAL STUDIES CURRICULUM
SUNRISE JUNIOR HIGH SCHOOL

Grade 7
American History (English-Social Studies)

I. Outline of Course Content
   A. American history from early exploration through 20th century.
   B. Unit I - Man and Exploration (nine weeks)
      1. Early and Modern Explorers
      2. Colonial Settlement
      3. Early Survival

      Unit II - Man and Authority (nine weeks)
      1. American Revolution
      2. Campus Revolts
      3. Minority Revolution
      4. Parental, Police and School Authority
      5. Change of Authority

      Unit III - Man and Society (nine weeks)
      1. Customs and habits of different cultures
      2. Commonbond of man
      3. Civil War and World Wars
      4. United Nations
      5. World Peace

      Unit IV - Man and Environment (nine weeks)
      1. Westward Movement
      2. Industrial America
      3. Pollution and Environment

II. Skills
   A. Critical listening
   B. Interpreting charts and graphs
   C. Cartoon interpretation
   D. Reading for inference
   E. Distinguishing between fact and fiction
   F. Drawing conclusions
   G. Detecting emotional bias
   H. Seeing a relationship between cause and effect
   I. Interpreting a map
   J. Relating past to present
   K. Time sequence
   L. Reading editorials

School: Sunrise Park Junior High
Grade 8
Subject Geography

I. Outline of Course Content

A. Orientation and general geographic pre-test. (1 week)
B. Why Study Geography? (1/2 week)
C. Mapping and map skills (2 weeks)
1. Historical development of grid.
2. Map making. (scale, etc.)
3. Latitude and Longitude and Time Zones
4. Map projections.
5. Reading a Minnesota highway map.
6. Map interpretation.

D. Climates and Man. (3 weeks)
1. Weather (Definitions)
2. Climate (Definitions)
3. Factors influencing climate.
4. Factors of climate influencing Minnesota.
5. Relating climates of the world to man's activities.

E. Culture: (1 1/2 weeks)
1. What is culture?
2. Cultural change.
3. Cultural habitat.
4. Comparing simple and complex cultures and their use of resources.
5. Culture regions
6. Cultural diffusion.

F. Population. (1 1/2 weeks)
1. World population growth
2. Natural increase
3. Demographic cycle and its application to developed and underdeveloped nations.
4. World population distribution.
5. World population density.

G. World Agriculture. (2 weeks)
1. Types of Agriculture
    a. Nomadic
    b. Ranching, etc.
2. Types of Agricultural systems
    a. shifting cultivation.
    b. intensive
    c. extensive, etc.
3. Factors limiting Agriculture.
    a. Physical. (climate, etc.)
    b. Cultural.
4. Major agricultural products.

H. Industry. (2 weeks)

1. Effect of manufacturing on any individual.
2. History and growth of industry.
3. Relationship of raw materials and energy to manufacturing.
4. Site and locations of industry.
5. Trade and manufacturing.

I. Local and Urban Geography (3 weeks)

1. White Bear Lake
   a. Site and location
   b. Situation.
   c. Patterns.
   d. Functions.
   e. Growth
   f. Accessability.
2. Urban.
   a. Factors leading to growth of cities.
   b. Industrial revolution and urbanization.
   c. Problems resulting from process of urbanization. (transportation, etc.)

J. Northwest Europe

1. Geographic location and implications.
   a. Climate
   b. Natural resources base, etc.
2. Culture.
3. Population characteristics.
4. As an industrial center.
   a. Evermore trade.
5. Political.

K. Eastern Europe and U.S.S.R.

L. East Asia including Southeast Asia.

M. Indian Sub-Continent.

N. Sub-Sahara Africa.

O. Middle East.

P. Australia.

II. Basic Objectives

A. The acquisition of geographic knowledge.

1. Basic methodology of geography.
2. Meaning and utility of regional concepts.
3. To understand spatial relations. (Location, distribution, movement of things, etc.)

4. Understand Man-Land relations and what it means to Man.
5. Acquire pertinent factual information about places, including basic location schemes and general world patterns.

B. To have a working understanding of essential geographic skills.

1. To have an acquaintance with the sources of factual information.
2. Map reading.
3. Map interpretation - this requires one's ability to analyze relationships.
4. To sharpen one's powers of observation.

C. To instill attitudes and appreciations.

1. Attitude of objectivity.
2. Appreciation of geographic scholarship.
3. Appreciation of the field, library and maps in the acquiring of geographic knowledge.
4. The appreciation of the great diversity of our planet.

Course: 9th. Political Science

Unit:
A. The Political System of a simple society 2
B. The Political System of a simple society 2
C. The United States: A Democratic Political system 2

1. American idealogy
2. American institutions
3. Individual rights

D. The Soviet Union: A Totalitarian State 2

1. Soviet ideaology
2. Soviet institutions

E. Personal characteristics of American Leaders 2

1. Leadership and situation
2. Characteristics in winning elections
3. Characteristics in maintaining authority
4. Ethics and leadership

F. Process of becoming anAmerican leader 2

1. The role of elections
2. Role of political parties
3. Role of interest groups
4. Transfer of leadership

G. Leadership in the Soviet leaders 2
   1. Local leaders
   2. Top leaders
   3. The selection of candidates
   4. Role of elections
   5. Interest groups - Lobbing

H. Decision making in the American political system 2
   1. Decision making process 2
   2. Executive decision making
   3. Legislative decision making - How a Bill Becomes a law.
   4. Judicial decision making - State - Federal
   5. Decision making by appointed officials. F.C.C. etc.
   6. Decision making on the state level-Governor-Legis.
   7. Decision making on the local level-Mayor-Council

I. Decision making in the Soviet political system 4
   1. The supreme Soviet
   2. The council of ministers
   3. The communist party
   4. The soviet Judicial system
   5. Changes in Soviet decision making

J. The role of the citizen in the U.S.
   1. Voter behavior
   2. Access to information
   3. Dissent
   4. Alienation
   5. The protection of civil rights-The American Judical
   6. Civil disobedience

K. Plus current events on a continuing basis

PROJECT LIMITATIONS

Budgetary limitations have restricted the completion of the project as originally proposed. Rather than prepare a cursory overview and abbreviated program which would attempt to cover the entire junior high school curriculum, the decision was made to completely develop the grade nine program at this time. This will allow the full implementation of a career education program for this grade during the 1973-1974 school year.

We also propose to request funding which would allow the completion of the project for grades eight and seven next year, to be implemented in 1974-1975.

Part I. ORGANIZATION OF THE COURSE

I. Name of Course Social Studies 9

II. COURSE OBJECTIVES FOR YEAR

A. Major thrust or thrusts for course [of supplemental career education materials]

1. Exploration of career clusters related to ninth grade social studies.

B. Ultimate Outcomes

1. Knowledge or information to be learned:

a. The various career choices that are related to the social studies nine course of studies.

(1) The job entry requirements
(2) The future job opportunities

b. The relationship between expected lifestyle and these career choices.

2. Attitudes to be developed

a. Awareness of the importance of a job to self and others.
b. Awareness that by completing a task you are benefiting others and/or self.
c. Awareness that the relationship between self and others is often a result of a job performance.
d. Awareness of the relationship that develops when others rely on him/her to complete assignments and that the different values and individual differences of people affect the completion of these assignments.

3. Skills to be taught

a. Reading, writing, listening, discussion and skills involved in obtaining and utilizing materials of varied sorts.

b. These skills are emphasied in this curricular supplement as they relate to occupational exploration.

c. In addition skills are emphasized (rather than taught) which will later be essential for job entry and subsequent success within an occupational choice.

III. (Supplemental Career) Units To Be Covered in Cource

A. Identify all units which could be taught in course (Supplemental to Present Curriculum).

1. Public Service Career Cluster
2. Communication and Media Career Cluster
3. Manufacturing Career Cluster
4. Environment Career Cluster

These Units are designed to be suplemental to, and integrated with the present grade 9 social studies (Civics) curriculum.

Correlation with the present curriculum is noted in "B" below

B. Select units to be taught, and list in sequence

Social Studies Unit	Career Education Unit (s)
I. Political Institutions and Ideologies	(a) Public Service Career Cluster
II. Political Leadership	(a) Manufacturing Career Cluster (b) Public Service Career Cluster
III. Political Decision Making	
III. Political Decision Making	(a) Environment Career Cluster (b) Public Service Career Cluster
IV. Role of the Citizen	(a) Communication and Media Career Cluster (b) Public Service Career Cluster

C. Make time allocation for each unit

Unit One	Public Service Career Cluster	6 Weeks
Unit Two	Communication and Media Career Cluster	8 Weeks
Unit Three	Manufacturing Career Cluster	8 Weeks
Unit Four	Environment Career Cluster	8 Weeks

Time allocation refers only to the existing social studies curriculum with which these units correlate. As the supplemental units are highly individualized, and designed to be geared to student interest, the extended time an individual student may choose to spend on the unit cannot be determined. There are however no pre-determined points of termination. While the initial thrust of the curricular supplement is to provide for exploration, materials and resources for in-depth studies are also made available for student utilization on a demand basis.

I. Occupations in Public Service as Related to Social Studies Nine Curriculum (Cluster XIII)

II. Broad Learning Objectives To Be Achived With Unit:

A. To develop the student's awarness of occupations within the Public Service Cluster intterms of work roles, related life styles, and potential satisfactions and dissatisfactions.

B. To develop the student's positive attitude towards self through an awareness of his developing talents, values and interests as they relate to work roles within the Public Service Cluster.

III. Task Analysis Sequence

A. Major ideas to be stressed as related to the Public Service Cluster:

1. The variety of occupational opportunities within this cluster.
2. The relationship between the individual's interests and needs, and the interests and needs necessary for success and personal satisfaction in Public Service Cluster occupations.

B. Skills To Be Taught

1. The systematic determination of an individual's aptitudes, abilities and interests.
2. The systematic exploration of the occupational opportunities within the Public Service Cluster.
3. Decision making in relating individual interests, abilities and aptitudes to occupations within the Public Service Cluster.

C. Attitudes To Be Developed

1. Awareness of the importance of Public Cluster occupations to self and others.

D. Pre-requisites Which Must Be Considered. NONE

IV. Learning Objectives

A. Complete Pretest-Posttest activities, as assigned by the teacher whibh enumerate the individual's aptitudes, interests, and abilities.

B. Complete the Pretest-Posttest activities as assigned by the teacher which quantify the individuals life style expectations.

C. Participate in the Courtroom observation and simulation activity.

I. Occupations in Public Service as Related to Social Studies Nine Curriculum (Cluster XIII)

II. Broad Learning Objectives To Be Achived With Unit:

A. To develop the student's awarness of occupations within the Public Service Cluster intterms of work roles, related life styles, and potential satisfactions and dissatisfactions.

B. To develop the student's positive attitude towards self through an awareness of his developing talents, values and interests as they relate to work roles within the Public Service Cluster.

III. Task Analysis Sequence

A. Major ideas to be stressed as related to the Public Service Cluster:

1. The variety of occupational opportunities within this cluster.
2. The relationship between the individual's interests and needs, and the interests and needs necessary for success and personal satisfaction in Public Service Cluster occupations.

B. Skills To Be Taught

1. The systematic determination of an individual's aptitudes, abilities and interests.
2. The systematic exploration of the occupational opportunities within the Public Service Cluster.
3. Decision making in relating individual interests, abilities and aptitudes to occupations within the Public Service Cluster.

C. Attitudes To Be Developed

1. Awareness of the importance of Public Cluster occupations to self and others.

D. Pre-requisites Which Must Be Considered. NONE

IV. Learning Objectives

A. Complete Pretest-Posttest activities, as assigned by the teacher whibh enumerate the individual's aptitudes, interests, and abilities.

B. Complete the Pretest-Posttest activities as assigned by the teacher which quantify the individuals life style expectations.

C. Participate in the Courtroom observation and simulation activity.

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D. Prepare a written report of no fewer than 500 words describing Public Service Cluster occupations of your choice, following the outline presented in V. 5.

V. Strategies To Be Employed For Learning

1. Students could read:

Group

IGI a. Brindze, Ruth, All About Courts and the Law, New York 1964
IGI b. Eichner, James, Courts Of Law, New York 1969
IGI c. McCart, Samuel, Trial By Jury, New York 1965
IGI d. Sagrin, Mary, Equal Justice Under Law, New York 1966
IGI e. Occupational Packets about the Public Service Cluster which are attached to this curriculum guide.
IGI f. Occupational Materials found in the Occupational Materials Library established by the Counseling Department in the Media Center, which are related to the Public Service Cluster.

2. Students could look at:

LG a. Film Criminal Justice in U.S. 32 min., Correctional Services of Minn.
LG b. Film Justice Under Law 32 min., Correctional Service of Minn.
LG c. Film Strip The System of Justice - Its Impact On America, Current Events Film Corp. 1970 with guide and work sheet.
LG/d. Film Strip You and The Law AEP, with guide and work sheet
IGI e. Film Strip The Wheels of Justice, The New York Times 1972 with guide and work sheet.

3. Students could participate in:

A. Courtroom Observation and simulation activity.

LG/SG 1. Before this activity can be successfully utilized, the classroom segment dealing with courtroom procedures should have been completed.
SG 2. Courtroom Observation This segment of the activity will consist of a directed field trip to visit White Bear Lake Municipal Court in action.
LG/SG 3. Courtroom Simulation Copies of the social studies simulation activity will be distributed. Following the simulation's procedures, the class as a unit shall determine which of the suggested criminal cases they choose to persue (by vote). The students shall then be divided by lot into defense and prosecution and shall continue with the activity which culminates with a simulated trial.
IGI 4. Following the simulation, the student shall prepare a report on the occupational position he "played in the simulation". This written report shall include:

a. The title of the occupation
b. A description of the job, and the duties of the individual.
c. Job qualifications

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d. A statement of whether or not the student would consider employment in the occupation reported on. How he perceives this occupational choice to affect his occupational choice to affect his life style, and the satisfactions or frustrations that the job might produce.

e. If possible, contact an individual who presently holds the position reported on. Interview that individual, asking questions similar to those in a. to d. Compare your answers with his.

There are many other jobs in the Public Service Cluster than those mentioned in the activities listed here. Among other selected employment opportunities are those listed below, along with where information can be obtained on each of them.

Anthropologist	Chronicle Guidance Publication #382, 1971
Armed Services	Chronicle Guidance Publication #439, 1971
Biochemist	Chronicle Guidance Publication #132, 1970
Caseworker	Mid-Hudson Area Occupational Monographs, 1971
Faculty Member	Chronicle Guidance Publication #184, 1969
Correction Officer	Mid-Hudson Area Occupational Monographs
Counselor	Mid-Hudson Area Occupational Monographs
Court Reporter	Mid-Hudson Area Occupational Monographs
Detective	Mid-Hudson Area Occupational Monographs
Enbalmer	Mid-Hudson Area Occupational Monographs
Fire Fighter	Mid-Hudson Area Occupational Monographs
Geographer	Careers, Inc., Largo Florida, 1971
Guard, Chief	Mid-Hudson Area Occupational Monographs
Lawyer	Mid-Hudson Area Occupational Monographs
Librarian	Mid-Hudson Area Occupational Monographs
Mail Carrier	Mid-Hudson Area Occupational Monographs
Patrolman	Mid-Hudson Area Occupational Monographs
Physicist	Chronicle Guidance Publication #141, 1972
Political Scientist	Chronicle Guidance Publication #119, 1969
Sanitary Eng.	Mid-Hudson Area Occupational Monographs
Secondary Teacher	Career Information Series, Minn. Dept. of Manpower
FBI Special Agent	Chronicle Guidance Publication #207, 1969
FBI Special Agent	Mid-Hudson Area Occupational Monographs

The Chronicle Guidance Publication is an occupational brief.

Personal Contacts: Police Officer Harvey, School Liaison Officer, Sunrise Park Jr. High, White Bear Lake; Richard Hiniker, Attorney, White Bear Lake.

I. Occupations in Communications and Media as Related to Social Studies Nine Curriculum (Cluster III)

II. Broad Learning Objectives To Be Achieved With Unit:

A. To develop the student's awareness of occupations within the Communications and Media Cluster in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

B. To develop the student's positive attitude towards self through an awareness of his developing talents, values and interests as they relate to work roles within the Communications and Media Cluster.

III. Task Analysis Sequence

A. Major Ideas To Be Stressed As Related To The Communications and Media Cluster:

1. The variety of occupational opportunities within this Cluster.
2. The relationship between the individual's interests and needs, and the interests and needs necessary for success and personal satisfaction in Communications and Media Cluster occupations.

B. Skills To Be Taught:

1. The systematic determination of an individual's aptitudes, abilities and interests.
2. The systematic exploration of occupational opportunities within the Communications and Media Cluster.
3. Decision making in relating individual interests, abilities and aptitudes to occupations within the Communications and Media Cluster.
4. Identification and utilization of non-technical resources in gathering information about occupations.

C. Attitudes To Be Developed

1. Awareness of the importance of Communications and Media occupations to self and others.

D. Pre-requisites Which Must Be Considered. NONE

IV. Learning Objectives

A. Complete Pretest-Posttest activities as assigned by the teacher which enumerate the individual's aptitudes, interests and abilities.

B. Complete the Pretest-Posttest activities, as assigned by the teacher which quantify the individual's life style expectations.

C. Complete any four of the activities in part V (at least one from each section), PLUS

D. At the conclusion of the activities selected, prepare a written report of no fewer than 500 words following the outline presented in V.5.

V. Strategies To Be Employed For Learning

1. Students Could Read:

IGI Group a. Gordin, George N., Your Career in TV and Radio 1966
IGI b. Stein, M., Your Career In Journalism 1965
IGI c. Lipsyte, Robert, Assignment: Sports 1970
IGI d. Occupational Packets about the Media and communications which are attached to this curriculum guide.
e. Occupational Materials found in the Occupational materials library estaolished by the Counseling Department in the Media Center, which are related to the Communications and Media Cluster.

2. Students Could Look At:

IGI/SG a. Film Strip Exploring The World Of Work Parts I, II and III SVE, With Study guide and work sheets.
LG b. Film Strip, Job Attitudes: Why Work At All, GA. With Study guide and work sheets.
LG c. Film A Newspaper is Born, Minneapolis Tribune

3. Students Could Listen To:

IGI a. Tape Getting Ready For Your Job, Sunrise tape library
b. Tape Lets Look At Jobs, Sunrise tape library

4. Students May Write:

IGI a. Select twenty (20) advertizements, and group the people according to age (young, middle-aged, older). What age group is used the most often? Why do you believe this age group is used more than others?

IGI b. Choose a specific product (like gasoline, detergents, cigarettes, shampoo, cake mixes, automobiles, prepackaged foods, clothing, sports equipment, television, appliances, etc.) and prepare a T-V commercial or newspaper advertizement or billboard to try to sell these products. Use at least two different approaches that could be used to sell basically the same product.

IGI Make a list of words that you often hear used in T-V commericals. Decide what products they could be used to sell and why? Notice the wide variety of products that could be sued to sell the same product.

IGI d. In an election year, collect campaign literature from each cadidate for two different offices. How is their campaign literature alike/different?

IGI e. Suppose you are a Martian archeologist of the year 4,000 A.D. The only evidence about life in the 20th century is a can of TV commercials found in the ruins. The can contains commercials about soap, toothpaste, cigarettes, Coke, aspirin, gasoline, razor blades and Pepsi. Based on the information found in these advertisements, write a 500 word (min) report describing this extinct American civilization of the 20th Centruy for the article in the Martian equivalent of the National Geographic.

IGI 5. At the conclusion of the Communications and Media Cluster activities that you have selected, choose the activity that interested you the most, and prepare a report in outline form which includes:

a. For the activity you choose, make a list of all of the jobs involved in the activity.
b. Which of the jobs would be appealing to you? Why?
c. Which of the jobs would not appeal to you? Why?

There are many other jobs in the Communications and Media Cluster than those mentioned in the activities listed here. Among other selected employment opportunities, and where to find information on them, are listed below.

Announcer (Radio-TV)	Mid-Hudson Occupational Monographs
Compositor	Mid-Hudson Occupational Monographs
Editorial Worker	Science Research Ass., Occupational Brief #245
Illustrator	
Photo engraver	Mid-Hudson Occupational Monographs
Proofreader	Science Research Ass., Occupational Brief #373
Pressman, Printing	Science Research Ass., Occupational Brief #90
Public Relations	Mid-Hudson Occupational Monographs
Reporter	Mid-Hudson Occupational Monographs
Telephone Installer	Mid-Hudson Occupational Monographs
Telephone Operator	Chronicle Guidance Pub., Occ. Brief # 9, 1971
Telephone Technicians	Chronicle Guidance Pub., Occ. Brief #195, 1969

Personal Contacts

Mr. Bruce Richard, N.W. Bell Telephone Co., Mgr. W.B.L.
Mr. Gene Johnson, White Bear Press, Editor, W. B. L.

I. Occupations in Manufacturing as Related to Social Studies Mine Curriculum (Cluster IX)

II. Broad Learning Objectives To Be Achieved With Unit:

A. To develop the student's awareness of occupations within the manufacturing Cluster in terms of Work roles, related life styles, and potential satisfactions and dissatisfactions.

B. To develop the student's positive attitude towards self through an awareness of his developing talents, values and interests as they relate to work roles within the Manufacturing Cluster.

III. Task Analysis Sequence

A. Major Ideas To Be Stressed As Related To The Manufacturing Cluster:

1. The variety of occupational opportunities within this cluster.
2. The relationship between the individual's interests and needs, and the interests and needs necessary for success and personal satisfaction within the Manufacturing Cluster.
3. Decision making in relating individual interests, abilities and aptitudes to occupations within the Manufacturing Cluster.

B. Skills To Be Taught

1. The systematic determination of an individual's aptitudes, abilities and interests.
2. The systematic exploration of the occupational opportunities within the Manufacturing Cluster.
3. Decision making in relation to individual interests, abilities and aptitudes to occupations within the Manufacturing Cluster.
4. Procedures necessary in job application.

C. Attitudes To Be Developed

1. Awareness of the importance of Manufacturing Cluster occupations to self and others.

IV. Learning Objectives

A. Complete Pretest-Posttest activities, as assigned by the teacher which enumerate the individual's aptitudes, interests, and abilities.

B. Complete the Pretest-Posttest activities, as assigned by the teacher which quantify the individuals life style expectations.

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C. Participate in the Contract Bargaining Simulation and complete the included activities.

D. Participate in the "Supply and Demand in the Job Marketplace" activity, and complete the included activities

E. Complete any four of the activities in Part V. (At least one from each section.)

V. Strategies To Be Employed For Learning

Group 1. The Students Could Read:

IGI a. A Career in Typography, Int. Comp. Assoc.
IGI b. McGough, Skilled and Semi-skilled Occupations
IGI c. Your Opportunities in the Trades - AFL-CIO

2. The Students Could Look At:

LG a. Film What Away To Go-Auto Industry, Modern Talking Pictures
b. Film E. I. DuPont Co.

3. The Students Could Listen To:

LG/SG a. A recent high school graduate speak on his occupational experiences.
LG/SG b. A high school dropout speak on his occupational experiences.

4. The Students May Write:

IGS a. Write a letter of reference for yourself for an imaginary position within the Manufacturing Cluster.
IGS b. List the various payroll deductions from the pay of three individuals that you know. Calculate the percent of the pay that was withhold.
IGS c. Choose four different Manufacturing Cluster job advertisements from the Want Ads. Prepare a chart showing the wages for each job on an hourly, monthly, and yearly basis.
IGS d. A report on an occupation from the Manufacturing Cluster. The report is to include: (1) The title of the Occupation, (2) A description of the job, and the duties of the individual, (3) A list of the qualifications for the job, (4) A statement of whether or not the student would consider employment in the occupation reported on. (5) A statement of how the student percieves this occupational choice to affect his life style.

5. Students Can Actively Participate:

IGS a. By applying for a Social Security Card.
SG b. In a committee investigating and reporting on the child labor laws.
IGS/Sg c. In interviewing an older worker (forty plus), who has held different jobs. List the jobs he has held and briefly note his likes and dislikes about each of the jobs.
d. In the following "Contract Bargaining Simulation"

Contract Bargaining Simulation: This activity will work well after the students are acquainted with the perfect market condition and/or factors of production. It gives them the opportunity to use their knowledge of the market flow as well as to develop this knowledge as the simulation takes place. If desired, many concepts such as fringe benefits and industrial structure may also be developed from this simulation.

Divide the class into groups of no more than six. Designate half of these people as employees and the other half as management personnel. Pass out the simulation papers (included in this packet). Read the first two pages with the entire class. This is general background information. The last page represents information given only to labor or management. These papers should not be discussed by everyone. They discuss the elements of job satisfaction for each side. If it is possible to meet with only half of the class at a time, meet with labor and management individually, reviewing their specialized information. After students understand the situation generally, have them start bargaining for a contract. The first session will be slightly confusing and no agreement will be reached. At this time have both sides meet within their respective groups (employee/employer). Have each group discuss what has taken place in their respective negotiation sessions and develop strategy for the forthcoming sessions.

Continue this process until a contract agreement is reached. Through this compromising process, the student should develop a better understanding of job satisfaction such as wages, seniority, holidays, fringe benefits, hours of work, and physical setting.

Part I. General Information

During almost every year workers and employers must try to agree on the way they will work together in the coming year. When both the workers and the employers do agree, they sign a contract that requires them to keep the promises they have made to each other. If they don't sign a contract, then the workers often refuse to work and may go on strike.

This game should show you, as a player, what happens between the employer and the workers, when they try to agree on working conditions for the next year. To help you get a clearer picture of what is happening, you will be given a job as an employer or as a member of the worker's union. Your success in getting a good contract for your group depends on how much you know about items being bargained for and the arguments of both the employers and the union.

You will have a day to study the information you have been given. Then you will have one meeting together with others that have the same job you do, to discuss common problems. After the meeting, you will meet with someone from the other group and try to reach an agreement about next year's contract. You will be given satisfaction points for each of the items from the demands page that you get the other group to agree to on the contract. You will be ranked with the rest of the class on the number of points you can get.

The information on this page is available to both groups, but your group is the only one to have the information on the demands page. Be sure that no one from the other group sees your demands page.

General information about the employer

The employer, Moo Juice, Inc., is the largest seller of milk in the Minneapolis area. Moo Juice has four competitors. These competitors are changing their methods and hope to take some of the milk business going to Moo Juice. The government controls the milk price so Moo Juice cannot change its prices.

General Information about the union

The union, Milk Maids Local 1, as part of the AFL-CIO represents the 150 workers at Moo Juice. It would take three to four weeks to train replacements for the workers. There are not enough non-union workers to operate the Moo Juice plant if there is a strike.

The History of labor relations between Moo Juice and Milk Maids Local 1

Moo Juice has reported a steady but moderate increase in profits and productivity over the past eight years. In the past the company has generally been successful in getting a contract more favorable to themselves than to the employees. It is a well known fact that if a strike took place for a long period of time, the government would step in and try to settle the problem. This happened once before and the Milk Maids Local then made large gains for the workers.

It must be noted that Moo Juice, in the past, has not granted any of the union's demands unless their competitors were forced to give these working conditions to their employees first.

The union would find a strike difficult but not impossible for many of its members do not want a strike.

Other policies

Government policy has set a wage-price guidepost of 3.4 percent for the dairy selling industry. This guidepost is based upon the 1969 productivity and wage levels.

List of Demands

Bargaining Demands of Management and Union

	Current Agreement	Union Demands	Management Demands
Wages:	$3 /hr.	10 per cent increase	No increase
	Time and one-half for overtime	Double time for overtime	Stay and time and one-half for overtime.
Hours:	40-hour standard	36-hour standard, overtime payable after 36 hours	Keep 40-hour standard
Cleanup time:	Cleanup on own time	15 minutes paid cleanup time	No paid cleanup time

Seniority:	Department seniority	Plant-wide seniority	Department seniority to be kept
Paid Holidays:	Seven (7)	Wants eighth paid holiday	Wants only seven paid holidays

Industry patterns:

a. The union has been averaging about seven percent in wage gains with Moo Juice's competitors on wage increase in recent contracts.

b. In the last contracts with two of Moo Juice's competitors, the Milk Maids have won double time for overtime.

c. In the last contracts with Moo Juice's largest competitor, the union got a 37 1/2-hour week.

d. In all contracts with Moo Juice's competitors, the union has won 15 minutes of paid cleanup time.

e. The union has not yet won plant-seniority in any other plant.

Part II. Union demands and information available only to the union

1. Importance and value of union demands

Demand	Rank (1 = most important)	Satisfaction Points
Wages	1	10
Cleanup time	2	6
Plant-wide seniority	3	5
36-hour week (standard)	4	3
Eighth paid holiday	5	1
	Total points	25

Reasons for Demands

Wages are ranked first because of the increases in the ability of the employees to make things and because the company profits have increased without labor making gains. The younger members of the union (about 40 percent) really want a wage increase.

Cleanup time is second in importance because the membership feels a large part of the increase in their ability to make things has come from unpaid cleanup time. Remember that other firms have paid cleanup time. Milk Maids' officials (you) think that unpaid cleanup time for all the workers adds up to 1875 hours per week, or $5625 per week in "lost" wages. Older workers with high numbers of years experience (30 percent of the membership) are particularly bothered by this.

Plant-wide seniority (number of years of experience on the job) is third because some departments have a large number of experienced workers. In times of slow business, these more experienced men cannot move into other departments and therefore must be laid off. Older members of the union are the reason for this demand, to the strong dislike of the younger members. The older members appear to be the more powerful group in the union, but could not convince the younger members to go along without a hard fight in the union.

The 36-hour week is wanted by all members of the union because "shorter hours mean more pay in overtime." This 36-hour week can take any form, but they would like the four-hour cutback in work time to be on Friday afternoon. If a 36-hour week cannot be won, then you should try for a less-than-40-hour week. This demand is viewed as a good item to trade for something else.

Finally, the low satisfaction of the eighth paid holiday suggests its purpose in the list of demands is to trade for something else.

2. Other information

The union estimates that its strike fund will allow the Milk Maids to make a 30-day strike. It is possible the union could get money from the National Teamsters Union that they are members of, but this depends on the outcome of a national trucking contract being worked on at this time by the Teamsters. Help is unlikely if the National Teamsters go on strike.

Note: It may be helpful to look at the importance of the demand to the Milk Maids in deciding your willingness to strike. Also consider weapons available other than strikes, and how long it would take to make up lost wages from a strike.

Part II. Management demands and information available only to manageme

1. Importance and value of management demands

Demand	Rank (1 = most important)	Satisfaction Points
Wages	1	10
Department seniority	2	8
40-hour standard week	3	6
Unpaid cleanup time	4	3
Only 7 paid holidays	5	1
	Total points	28

Reasons for Demands

As part of Moo Juice management, you feel wages must not increase for several reasons. First, Moo Juice is losing some of its customers to other milk sellers. If management is to keep from losing customers, it feels it must keep the profit and the ability to make things the same as they are now. An increase in wages could result in the lay-

off of eight to ten men, some of them workers with much experience. Secondly, a large wage increase asked by the union would raise Moo Juice's wage costs, both regular and overtime, by a large amount. Finally, management feels the guidepost for the dairy selling industry is too high and out of date. The guideline seems to favor the other milk sellers and not Moo Juice. Moo Juice would also like to keep department seniority because of the high costs of plant-wide seniority, especially when the forcing of a worker with more experience off the job actually takes place. Secondly, some key jobs in a few departments require special training. This training is expensive and takes a long time.

Keeping the 40-hour standard work week is also important. Cost of overtime and the loss in the amount made because of the worker being more tired are two reasons already mentioned. Moo Juice management also feels the number of workers will have to be increased by 10 percent to keep the present level of making milk. If Milk Maids get any paid cleanup time, keeping the standard work week will be important to keep cost down.

Management is willing to give some paid cleanup time because other companies are already doing it, but does not want to give 15 minutes. The cost of giving 15 minutes of paid cleanup time is about $5,625 per week.

The low cost ($3,600 per year) of the eighth paid holiday makes this a useful exchange item. Note its low satisfaction to management.

2. Other information

Moo Juice thinks it can bear a strike for about 40 days without long-run damage to its profits or ability to make things. However, mangement must not forget its contracts to sell milk to five suppliers and the experience under government settlement of the previous contract.

e. In Participating in the "Supply and Demand In The Job Market" Activity

The purpose of this activity is to illustrate that the chances of a person getting a desired job depend not only on his qualifications, but upon how many jobs are available and how many applicants there are.

Jobs and opportunities for employment are closely related to geography and resources, economic conditions, technological development, and consumer wants. Shipping, ship building, mining, and farming are typical of many industries which must be located in certain areas because of geographical or resource availability imperatives. A relatively depressed economic situation can influence general job availability, while specific cutbacks in government or big business spending can drastically influence certain job clusters (for example, the aircraft and construction industries). Changes in technology are increasingly influencing the patterns of job availability, making some positions obsolete and creating others. One field in which this is immediately apparent is in the area of agriculture. Thirty

out of every hundred people were involved in farming in 1900, while today only four in a hundred make their living this way. Consumer wants vary greatly, but geographical areas which have experienced radical increases in population concentration will certainly provide many and varied job opportunities.

A. Supply in the job market. For this activity the teacher will divide the class into groups of four or five members. At the outset, the task of each group will be to arrive at a limited number of job categories to cover all occupational areas, to write job descriptions, and project, tentatively, the finanicial rewards for each category. Then as a group, the students will pick 10 adults in the community who are well known to them. Next the students will determine how many of the chosen adults could do the job in each category, and what their current wage level might be. Theggroup should check on the accuracy of their work by using the vocational information materials in the IMC and the guidance office. Finally each group will report their findings to the entire class by answering these questions:

List your job categories

How many of your 10 adults could do the job in each of the categories?

Is there a relationship between the number of people who can do a job and wages? If so, what is the relationship?

Would this information be of any value to you in planning your exploration, training, and acceptance of a job?

B. Demand in the job market. Initially students will browse through community newspaper want ads noting formats and kinds of information provided. Once again the class may be divided into groups of four or five. (There may be an advantage in retaining groups from activity A.) Using the job categories developed in activity A, students will ascertain which categories are represented in the want ads and the strength of demand for these positions as indicated by the number of ads present in an assortment of newspapers from around the country. Newspapers from varying locales will reflect differences in physical setting, resource availability, economic conditions, population growth, density, seasons of the year, and points in time passed.

Each group will then create an occupational prospectus for the year 1900, for the present time, and for the year 2000. Job categories should be similar to those previously developed. Included in the activity should be a variety of locations in the United States that are to be assigned by the teacher.

The prospectus should describe how employment in 1900 was affected by climate, resources of the area, technology, population, and geographic location. The students should designate which jobs predominate in each designated area.

Similar prospectuses should be developed for the present time and the year 2000.

C. Supply and demand in occupational decision making. The teacher, from occupational schematics developed in activity B, will make a comprehensive list of jobs available at the present time. The students, using these lists, will then determine from interviews, community newspapers, and intuition whether demand in our geographical area for each occupation listed is low, average, or high. This process will be repeated for supply in these occupations. After obtaining the information, students will hypothesize at what level the wage for each occupational group will fall. This activity may be used with a check list form like the one enclosed.

D. Assessing observable factors contributing to job satisfaction. This activity would be initiated through a general class discussion in which the students would first develop a definition of the term job satisfaction and then, with the help of the teacher, write a list of those factors which the students feel are pivotal to job satisfaction.

Next, a presentation of visual materials (such as slides and films) portraying various aspects of a multitude of occupations would be made. It would be the students' task to assess the working conditions for these jobs according to the list previously detailed. Before further discussion of this assignment in class, the student will utilize other sources of information (such as newspapers, magazines, T.V.) to gather other data in order to expand the scope of his knowledge of working conditions.

Utilizing information gained from these sources, and after a re-run of selected segments of the previous visual presentation, students will decide what job satisfaction factors can be determined by observation. (The purpose of this activity is to make evident to students the information about a job that may be obtained by a discerning observer.)

There are many other jobs in the Manufacturing Cluster than those mentioned in the activities listed here. Among other selected employment opportunities and where to find information about them are listed below.

Accountant	Mid-Hudson Occupational Monographs
Architectural Draftsman	Chronicle Guidance Pub., Occupational Brief #403, 1972
Designer	Chronicle Occupational Brief #271, 1968
Engineer	Chronicle Occupational Brief #151, 1972
Electrical Eng.	Mid-Hudson Occupational Monograph
Electronic Technician	Mid-Hudson Occupational Monograph
Industrial Engineer	Mid-Hudson Occupational Monograph

Machinist	Mid-Hudson Occupational Monograph
Millwright	Mid-Hudson Occupational Monograph
Painter	Mid-Hudson Occupational Monograph
Systems Analyst	Mid-Hudson Occupational Monograph
Tool and Die Maker	Mid-Hudson Occupational Monograph
Welder	Mid-Hudson Occupational Monograph

Personal Contacts:

Mr. Gene Voda, Engineer, Whirlpool Corp.
Mr. Fred Nelson, Personnel Officer, Hamm Brewing Co.

I. Occupations In Environment As Related To Social Studies Nine Curriculum (Cluster VI)

II. Broad Learning Objectives To Be Achieved With Unit:

A. To develop the student's awareness of occupations within the Environment Cluster in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

B. To develop the student's positive attitude towards self through an awareness of his developing talents, values and interests as they relate to work roles within the Environment Cluster.

III. Task Analysis Sequence

A. Major Ideas To Be Stressed As Related To The Environment Cluster:

1. The variety of occupational opportunities within this cluster.

2. The relationship between the individual's interests and needs, and the interests and needs necessary for success and personal satisfaction within the Environment Cluster.

3. Decision making in relating individual interests, abilities and aptitudes to occupations within the Environment Cluster.

B. Skills To Be Taught

1. The systematic determination of an individual's aptitudes, abilities and interests.

2. The systematic exploration of occupational opportunities within the Environment Cluster.

3. Decision making in relation to individual interests, abilities, and aptitudes to occupations within the Environment Cluster.

IV. Learning Objectives

A. Complete Pretest-Posttest activities, as assigned by the teacher which enumerate the individual's aptitudes, interests and abilities.

B. Complete the Pretest-Posttest activities, as assigned by the teacher which quantify the individual's life style expectations.

C. Complete at least four of the activities in part V. (Include at least one activity from each section.)

V. Strategies To Be Employed For Learning

Group 1. Students could read:

IGS a. Boy Scouts of America Merit Badge Series on Conservation and Ecology
IGS b. Environmental Education In the Public Schools, NEA
IGS c. Fanning, Odom, Opportunities in Environmental Education
IGS d. Interior Conservation Yearbook #5, Department of Interior
IGS e. Project - Man's Environment, National Education Assn.

2. Students could look at:

SG/IGS a. Filmstrip--Environmental Crisis, N.E.A. Parts 1 to 4 with study guide and work sheets.
SG/IGS b. Filmstrip--The Environment of Man E. C. Parts 1 and 2 with study guide and work sheets.
SG/IGS c. Filmstrip--The Environmental Problem and the Role of Man SNEA, with study guide and work sheets.

3. Other Activities:

IGS a. Visit a Minnesota State, or National Park. Interview at least three individuals who work there and find out: (a) Their occupational title, (b) What they do in their job (Is it full time?) (c) What they like/dislike about their job. (d) If they would encourage people to enter their occupation.

IGS b. Prepare a scrapbook of the activities of the Minnesota Pollution Control Administration. List the Occupational Titles of those mentioned in the articles.

IGS c. Find out (ie. You be a detective) about the Rice Creek Watershed District. What does it do? Who works for it?

IGS d. Prepare a written report of no less that 500 words of an occupation from the Environment Cluster. This report should include:
(a) Title of the occupation
(b) Qualifications necessary for occupation entry
(c) Satisfactions/dissatisfactions of the job
(d) Would you consider this occupation? Why or why not?

There are many other jobs in the Environment Cluster than those mentioned in the activities listed here. Among other selected employment opportunities and where to find information on them are listed below.

Agricultural Engineer	Mid-Hudson Occupational Monographs
Animal Caretaker	Chronicle Guidance Pub., Occupational Brief 319
	Mid-Hudson Occupational Monographs
County Ag. Agent	Mid-Hudson Occupational Monographs
Fish and Game Warden	Mid-Hudson Occupational Monographs
Forester	Mid-Hudson Occupational Monographs
Park Ranger	Chronicle Guidance Pub., Occupational Brief #120
Park Superintendent	Chronicle Guidance Pub., Occupational Brief #470
Recreation Worker	Mid-Hudson Occupational Monographs

Personal Contacts

Mrs. Muriel Brainerd
Mr. William Frey, Sunrise Park Junior High School
Mr. Gary Schmid, Sunrise Park Junior High School

VI. Methodology

Methodology is identified by the following notation:

LG - Large Group
SG - Small Group
IGI - Individually guided instruction
C - Counseling

The Methodology is noted in front of each learning experience listed under V.A.

VII. What Pre-Testing could or should be done before students start the unit?

A number of pre-tests are offered for these materials. As they are all self administering, it will be possible for the teacher to utilize any or all of them as time, and depth of career exploration possible allows.

1. Individual personality checklist

A self administered invertory which asks the individual to rate himself on the degree to which he exhibits 27 different personality traits that have been identified by the pupil personnel services section of the Minnesota Department of Education as being important to employers in employee selection and promotion.

A copy is attached marked Pre-Test / Post-Test #1

2. Indidividual Personality Rating Scale

A self administered inventory which asks the individual to rate himself in such areas as work habits, group attitudes and personal characteristics.

The individual is asked to rate his own personal characteristics against the characteristics exhibited by his peers.

A copy is attached marked Pre-Test/Post-Test #2

3. How Are Your Work Habits?

A self administered evaluation which asks the individual to rate himself on a scale from excellent to very poor on 17 activities commonly desired by employers, as they relate to the job the individual does in school.

In addition, the individual's ability to construct complete and logical sentences is measured by asking him to select from the listing and five activities that he judges to be the most important, and write a sentence to explain why each of those selected merits that rating.

A copy is attached marked Pre-Test/Post-Test #3

4. Test Your Own Career Aptitudes

A self administered personal evaluation asking the individual to assess his scholastic abilities and preferences, his extra curricular activities, hobbies, skills and interests. The individual is asked to note not only the interests that he has, but to construct complete sentences describing what he likes and why.

This Pre-Test is especially useful in place of - or in addition to such commonly used tests in ninth grade as the Kuder and the DAT. It is also organized along the same classifications systems as the SRA Occu-Scan materials.

A copy is attached marked Pre-Test/Post-Test #4

VIII. What Post-Testing Will Be Used?

Due to the high degree of individualization, post-testing may be conducted in a variety of ways. In each case, the aim of the post-test is to provide the individual with an objective self assessment service which enables him to evaluate his own interests and abilities as related to career clusters.

The teacher may have the student:

1) Repeat each of the pre-tests originally administered with the individual answering each question as if he were an employer who was developing lists of characteristics, habits attitudes and abilities to look for in hiring employees.

2) Have the individual compare the pre-test and post-test results and perform a self evaluation of areas where improvement may be necessary to insure entry and promotion in the career area selected.

   A self evaluation form is attached, marked Post-Test"A"

3) Completion of any of the learning activities may also be appropriately used for evaluation. As the overall purpose is the exploration of ones self and of career clusters in which the individual has interests and abilities , the final determination of value essentially rests with the individual.

DIVISION OF LABOR

PART III- DIVISION OF LABOR

A - E

A formal division of labor was not utilized in the preparation of these material for the following reasons:

a) The size of the team (two members).

b) The cohesiveness of the team (ten years as a unit) has resulted in informal procedures for preparing curricular materials.

The procedure utilized for preparation of these materials resulted in preparation of the career information packets and co-ordination of the units with the curriculum by G. Tschida, and preparation of the units and project co-ordination by G. Carlson. The total project is however, a joint effort and credit or blame is shared equally. Group and individualized learning activities are included with each unit.

Pre-tests / post-tests are included in the attachments.